

# MEP FUNDING 101

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MEP  
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Boot Camp  
August 30, 2016

# AGENDA

- Review of MEP Goals/Purpose
- Budgeting and Compliance
- Application
- SMPAC
- SDP
- Mini Grants
- Additional MEP Educational Programs

# PRIMARY GOALS OF MEP

- The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.



# MIGRANT EDUCATION PROGRAM

## Purpose of MEP

- Support educational programs to help reduce the educational disruptions that result from repeated moves  
20 U.S.C. §6391(1-6)
- To ensure that Migrant students are not penalized by disparities between State curriculum, graduation requirements, and academic standards  
20 U.S.C. §6391(1-6)

# MIGRANT EDUCATION PROGRAM

## *Purpose of MEP (continued)*

- To provide *appropriate* educational/support services that address Migrant students' special needs  
*20 U.S.C. §6391(1-6)*
- To ensure that Migrant students receive full and appropriate opportunities to meet State academic content and achievement standards  
*20 U.S.C. §6391(1-6)*

# MIGRANT EDUCATION PROGRAM

## *Difference between Title I-A & Title I-C*

- o Title I-A: **supplemental services to the general education program**
  - o To meet the educational needs of low-achieving children in our Nation's highest-poverty schools
  
- o Title I-C: **supplemental services that are above and beyond Title I-A**
  - o Support high quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves

# WHAT CAN I SPEND MY MONEY ON?

- **Supplemental, Supplemental, Supplemental**

**“Above and beyond” – not “more of the same”**

# MIGRANT EDUCATION PROGRAM

## Common uses of Funds

- o Individual and small group tutoring;
- o Youth leadership
- o Health Services
- o Extended Day Programs
- o Transportation
- o Parental Involvement Activities (SMPAC/MPAC)
- o Supplemental Educational Services in Reading, Writing, & Math
- o Preschool services

# HOW TO GO FROM....





TO



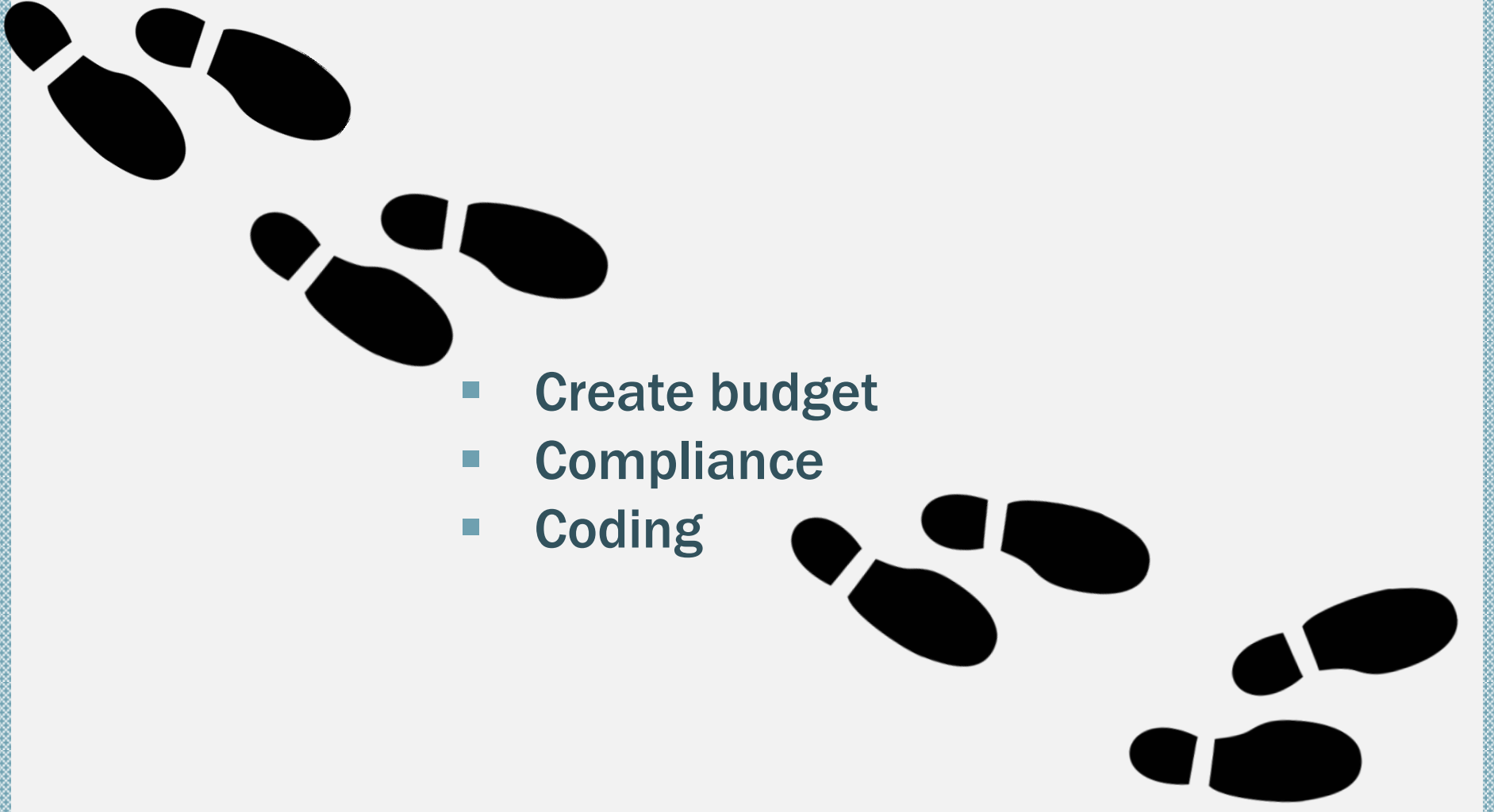
# GRANT LIFECYCLE

- **1<sup>st</sup> Stop – Award Announcement**
- **2<sup>nd</sup> Stop – Build Your Budget**
- **3<sup>rd</sup> Stop - Grants Management System (GME)**
- **4<sup>th</sup> Stop - MEP**
- **APPROVED!!!!**
- **Beyond Approval:**
  - Reimbursement Requests
  - Revisions
  - Completion Reports

# 1ST STOP: MIGRANT BASIC GRANT ANNOUNCEMENT

- 
- Title I-C Award Letter
  - Projected First Day to Apply: August 31, 2016
- 

## 2ND STOP: BUILD YOUR BUDGET

- 
- Create budget
  - Compliance
  - Coding

# REQUIRED COMPONENTS

- ***Migrant Goal***
- ***LEA CIP in ALEAT:***
- ***Develop at least one strategy with action steps that addresses the academic intervention for students identified as Priority for Services (PFS).***
- ***Update yearly***

# RESOURCES

**ALEAT has resources to assist in creating your goals and strategies for your CIP.**

[LEA Overview](#)
[Monitoring](#)
[Plan](#)
[LEA File Cabinet](#)
[Plan Tags](#)

[Home](#) > [Chandler Unified District - 070280000](#) > [Instruments](#) > [2016-17 Cycle 3](#) > [Procedures for LEA Continuous Improvement](#)

ITEM OVERVIEW

C3-06: Procedures for LEA Continuous Improvement

Previous Item

Next Item

COMPLIANCE INDICATORS

The LEA has procedures in place to develop a plan that describes how the LEA will develop goals, strategies and action steps to meet student learning needs; to increase meaningful involvement of parents, community and stakeholders; to ensure instruction is provided by highly qualified and effective staff; to ensure proficiency in English for ELLs; to ensure students graduate from high school; that schools are safe, drug-free, and conducive to learning; and that professional development is aligned to meet the identified needs of students and staff. The plan shall include support for instruction, resources for meeting these goals as well as how the LEA will monitor and adjust for the implementation of the plan and evaluate the overall effectiveness of the plan. Each LEA should have a written plan that has been entered into ALEAT. Each plan should contain all the required components.

20 USC 6312

Do the procedures include how and when the LEA has meaningful consultation on the design and development of the plan with stakeholders?

Do the procedures include how and when the LEA conducts a comprehensive needs assessment?

Do the procedures include how the LEA evaluates the impact of the plan on student academic achievement?

STATE FINDINGS

Current Status In Progress

Findings :

Required Evidence (1)

All Documents (0)

Resources (4)

Legal Citations (0)

Status History (2)

1

Page size: 25

1 to 4 of 4 items

Download	Size	Document/Link Title	Description	Updated
<a href="#">Download</a>	34 KB	Comprehensive Needs Assessment	A resource including key question to assist in development of a Comprehensive Needs Assessment. A Comprehensive Needs Assessment determines the needs of those who receive the academic service (students and parents), the providers of the academic services (school staff), and the structure and system of the organization (core academic program, assessment and evaluation, resources).	07/29/2015
<a href="#">Download</a>	340.48 KB	LEA and School Plan Guidance	A matrix describing the strategies and action steps for the LEA Continuous Improvement Plan various school level plans required in ALEAT.	07/31/2013
<a href="#">Download</a>	327.03 KB	LEA Continuous Improvement Process	This may be used as a guide for developing a process for continuous improvement that considers the elements that should be addressed.	08/08/2016
<a href="#">Download</a>	76.5 KB	Sample Continuous Improvement Plan Evaluation Tool	This tool was developed at the Michigan Department of education. It is a sample of how an LEA can evaluate the continuous improvement plan and make revisions based on the evaluation.	07/18/2013

# 3RD STOP: GRANTS MANAGEMENT SYSTEM (GME)

- GME User Access
- Program Details
- Related Documents
- CIP/ ALEAT
- Complete grant application
- Submit

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[Budget](#)

[Budget Overview](#)

[Budget Overview Plus/Minus](#)

[Program Details](#)

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☐ Substantially Approved Dates

[Substantially Approved Dates](#)

All

# 4TH STOP: MEP/ADE




- Fiscal Review
- Programmatic Review
- History Log

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	<a href="#">Budget</a>
	<a href="#">Budget Overview</a>
	<a href="#">Budget Overview Plus/Minus</a>
	<a href="#">Program Details</a>
	<a href="#">Related Documents</a>
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**FINALLY !!!!**



# BEYOND APPROVAL



- **Reimbursement Requests**

Begin to draw down as soon as approved



- **Application Revisions**

Last day to submit: June 30, 2017



- **Completion Reports**

Open: July 1, 2017



# Application Due Date

## October 1



# EXTERNAL RESOURCES

Arizona Office of the Auditor General

 <https://www.azauditor.gov/sites/default/files/USFR2.pdf>

<https://www.azauditor.gov/reports-publications/school-districts/faqs>

U.S. Department of Education

Office of Migrant Education

<http://www2.ed.gov/programs/mep/index.html>

ALEAT LEA Guide

<http://www.azed.gov/improvement-intervention/files/2011/10/updated-aleat-how-to-guide-november-2010.doc>

# SDP



Chart G

<b>Performance Goals</b>	<p>By the end of SY 2015-2016 and each year thereafter, all students will attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p> <p>By the end of SY 2015-2016 and each year thereafter, all Limited English Proficient (LEP) students will become proficient in English and attain proficiency or better in reading/language arts and mathematics, as measured by the state assessment.</p>			
<b>Concern Area G</b>	We are concerned that MEP district staff and teachers are not adequately prepared to inform migrant parents about AZCCRS.			
<b>Strategy</b>	<b>Activity/Tasks</b>	<b>Completion Date</b>	<b>Agency/Level</b>	<b>Resources Needed</b>
The ADE will provide the LEA staff with guidance and appropriate resources regarding how to communicate AZCCRS to parents in their native language.	Trainings	End of first quarter	ADE K-12 Standards/LEA	Staff Bilingual Resources
MPO: 100% of the appropriate LEA staff will obtain resources and guidance from the ADE regarding how to communicate the Arizona College and Career Ready Standards AZCCRS to MEP parents in SY2015-2016.				
Each LEA will provide individual or small group assistance to migrant parents and adjust communication styles based on the needs of migrant parents and their native language.	Parent meetings	Quarterly	LEA	MEP Parents Location Information to give out
MPO: At least 80% of migrant parents will indicate that the MEP districts delivered information regarding AZCCRS to them clearly on the migrant parent survey administered in SY2016-2017. ←				

# PARENTAL INVOLVEMENT

## SECTION 1304(C)(3) NON-REGULATORY GUIDANCE

- B. Parent Advisory Councils
- B1. When is an SEA and local operating agency required to establish a parent advisory council (PAC)?
- Section 1304(c)(3) of the statute requires SEAs and local operating agencies to establish and consult with PACs in planning and operating MEP programs and projects of one school year in duration.
- B2. What is the function of a PAC?
- A PAC advises the SEA and its local operating agency on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. In particular, the SEA and local operating agency must consult with the PAC about: (1) the comprehensive assessment of the needs of migratory children to be served; and (2) the design of the comprehensive service delivery plan.

# MEP PARENTAL ADVISORY COUNCIL

- There is evidence of a functioning local migrant MPAC. The evidence shows that the required consultation has occurred. The LEA maintains documentation to show that parents were advised on the following topics:
  - **Design and implementation of the MEP**
  - **Federal MEP laws and regulations**
  - **Current MEP Application**
  - **Any reports resulting from a Federal/State audit, monitoring, or evaluation of the LEAs MEP**
  - **Student MEP data**
- The evidence shows that all migrant education programs of one school year in duration were carried out in a format and language that the parents could understand.

# SMPAC



## WEBINAR

- **October 26, 2016**
  - **Webinar**
  - 6:30- 7:30 p.m.



# ADDITIONAL FUNDING OPPORTUNITIES

1. Additional funding for Summer School
2. LEA's with an allocations under \$50,000 may apply for additional funding for ID&R Forum, SMPAC, NASDME
3. All LEA's may apply for a Mini Grant for additional funding for ID&R, Priority for Services, Technology, and Preschool

Contact Mary Haluska for information  
[mary.haluska@azed.gov](mailto:mary.haluska@azed.gov)  
602 542-5169

## ARIZONA MIGRANT EDUCATION PROGRAM

### FY 17 MINI GRANT APPLICATION

DISTRICT \_\_\_\_\_

\_\_\_\_ **DECLINES THE OPPORTUNITY TO APPLY FOR THE MEP MINI GRANT**

\_\_\_\_ **WILL APPLY FOR MEP MINI GRANT FUNDS**

PLEASE SELECT THE OPTION THAT BEST DESCRIBES HOW YOUR LEA PLANS TO USE, IF AWARDED, A MINI GRANT.

\_\_\_\_ **IDENTIFICATION AND RECRUITMENT ACTIVITIES**

Activities in this area must comply with Title I, Part C, Section 1304 (c) 7 of the No Child Left Behind Act of 2001, which states "the State will assist the Secretary in determining that number of migratory children under paragraphs (1) (A) and (2) (B) (i) of section 1303(a), through such procedures as the Secretary may require".

Detail:

\_\_\_\_ **PRIORITY FOR SERVICES**

Activities in this area must comply with Title I, Part C, Section 1304 (d) of the No Child Left Behind Act of 2001, which states "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State academic achievement standards, and whose education has been interrupted during the regular school year".

Detail:

\_\_\_\_ **TECHNOLOGY**

Activities in this area must comply with Title I, Part C, Section 1304 (c) (6) (D) of the No Child Left Behind Act of 2001, which states "The integration of information technology into education and related programs".

Detail:

\_\_\_\_ **PRESCHOOL**

Activities in this area must comply with Title I, Part C, Section 1304 (c) (4) of the No Child Left Behind Act of 2001, which states "In the planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children".

# Migrant PASS Program

- Portable Assisted Study Sequence
- Avenue for credit to be recovered and/or accrued towards graduation
- Core and Elective courses
- Free to Migratory students

Information contact: Jessica Mickish

[jmickish@yumaunion.org](mailto:jmickish@yumaunion.org)

928. 502-4668

# EDUCATIONAL PROGRAMS



## Migrant Education Program



Housed in the School of Transborder Studies at Arizona State University, *Conexiones* has been developing and delivering educational programs for the migrant students of Arizona since 1992.

*Conexiones* works to close students' educational achievement gap, improve their skills and options for the future, and develop their self-confidence and self-esteem. Our engaging, computer-mediated courses are designed for students in grades 4-12 to strengthen migrant students' language, reading & writing skills while integrating scientific literacy skills.

### Aligned to Arizona Academic Standards

All modules of the *Conexiones* curriculum are aligned to Arizona College and Career Readiness Standards for:

◆ Language Arts  
Reading  
Writing  
Speaking  
Listening

◆ Mathematics  
All grade-appropriate domains

◆ Educational Technology  
All designated strands

### Benefits to MEP Partners

- ASU *Conexiones* provides teacher training in curriculum at no cost
- ASU *Conexiones* creates and administers the on-line classroom
- ASU *Conexiones* conducts student performance data analysis free of charge
- Flexible course design so can be delivered year-round
- Can be used to fulfill Service Delivery Plan goals

# CONEXIONES

For more information contact:  
Conexiones Program Director  
[conexiones@asu.edu](mailto:conexiones@asu.edu)  
(480) 965- 3635



# QUESTIONS AND ANSWERS

